



The RCC Weekly

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MFA University Membership



The information below is from Linda Apple at the MFA, explaining how our University membership can be used. If you wish to contact Linda so that you can visit without students, contact her

by email: LApple@mfa.org

The RCC membership is designed around providing students with free admission. That said, University membership does include admission for faculty/staff when they accompany a group visit by students booked in advance (one staff/faculty per every 10 students). All they need to do is schedule their visit via the web form mfa.org/visit/groups/request-a-group-visit or call Groups.

Also, if a faculty or staff member wants to visit without students, please have them contact me via email and I can certainly set aside a ticket in advance. Unfortunately this would not include their guests.

Cradles to Crayons

Thank you to all who contributed to Cradles to Crayons. With your help, the following items have been gathered:

- 1 booster seat
- 67 disposable training pants
- 2 pairs of shoes, 1 pair of sneakers
- 6 toys
- 41 books
- 3 pairs of pajamas
- 22 sweaters, jerseys & hoodies
- 16 pairs of pants
- 7 shirts
- 1 dress
- 7 coats

Food Drive at RCC



Hosted by the Community Service Club

Now through Christmas, please bring in a canned food and/or non-perishable item to donate.



Professional Development

Entering Final Grades in MyRCC

This workshop provides an overview of the college's grades policy and instruction on how to enter final grades in MYRCC. Basic navigation and updating your profile will also be covered.

WHEN: 12/16—12/21

WHERE: 3-207Q

PowerPoint Graphics

PowerPoint is a robust graphic design program with comparable capabilities to expensive programs such as Photoshop and Illustrator. This workshop introduces participants to PowerPoint tools for editing and creating custom images and illustrations as well as working with layers.

WHEN: Wednesday, 12/11, 3–4pm

WHERE: 3-207Q

ESOL Learning Community Keeps Students in School

This Fall 2013 semester Professor Andy English has once again offered an ESOL learning community, actually for the 9th time. Over the past five years he has done this in conjunction with several co-teachers. This fall he is sharing the experience with Professor Sterling Giles. The sections are full, with 19 of the original 20 students persisting to the final exam. A cohort of students registered simultaneously for a Level D Writing course and a related section of The College Experience (ACS 102), which is offered in lieu of Level D Reading. Reading skills are developed in the context of the ACS course, ensuring authentic content and expectations, and saving students 3 developmental credits, which really matters if they will later need developmental science or math.

Professor English also serves as the advisor for his students in The College Experience, which puts him in a great position to understand their goals and challenges in detail, since those things are discussed at length in the course. The advising work is an enormous job at preregistration time; because he knows the students so well, they engage in complex conversations which deal with all the aspects of being in school: majors, career plans, paying for school, the logistics of juggling kids and jobs, and deciding how many, and which, courses to take. It's time consuming, but it's also high quality advising.

The theme of college success is explored thoroughly in both classes and serves as a connection point. The two teachers collaborate on some aspects of the curriculum, and the writing teacher supports students to develop their writing for the ACS course. Having two teachers with different types of focus on one assignment helps students see that form and content are two different things to manage, one at a time. The book in the writing class focuses on "Life in Society." For example, while in the ACS course the students discuss social and emotional intelligence as it relates as a practical matter to their own personalities and environments, the same concepts are being dealt with in Writing, but more theoretically in articles on social science and psychology, in ways which provide practice reading college-style textbooks and responding in writing.

The teachers also collaborate on a trip to the Boston Museum of Fine Arts. Ten individual works in the Museum are studied in advance: five contemporary works which invite discussion of artistic intent, and five

traditional American works which provide opportunities to learn history and explore defining American ideas such as the relationship of the individual to society. Each work is assigned to several students who read about it before the trip, ask questions during, and then report back orally and in writing after the trip. It's fun, builds community, and engenders critical thinking and expression.

Depending on their final grades and an exit exam, students move on to ENG 091 or ENG 101. We have studied this for several semesters; in any given semester 50%-75% go straight to ENG 101, either alone or in an ENG 099/101 accelerated learning community; of those who move on directly to ENG 101, 75%-91% succeed there on the first try. The others will do so a semester later.

If we look back at the first ESOL LC cohort from Fall 2009 we have some encouraging data. From that group 81% passed ENG 101 in the following semester. Four semesters later 67% were still enrolled at RCC; compared to the average 4-semester retention for other developmental students of roughly 25%, this is significant. Of those original 21 students, as we write this in Fall 2013, four students have graduated from RCC, one is in RCC's nursing program, three are still here in classes, and we know at least one is in a nursing program at Laboure. The preparation these students got in level D led them to complete or continue pursuing an educational goal for 43% four years later, and we wonder how many others moved on like the student at Laboure, students we can't track. In addition, two others were enrolled at RCC as recently as last summer, another two as recently as last spring – perhaps these are students taking a semester or two off and we'll see them again.

There are many connections here: between the teachers, among the students, in the curriculum, between the College and the city and the students' goals and lives. Perhaps the most important connection nurtured here is the students' connection to the College. This learning community sets us up to nurture the educational potential in each of these connections. But more important, students leave with a clear sense of next steps in their education, with skills for reading, writing and test taking in content classes, and with the motivation that comes with having a plan, not only a hope.